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ABSTRACT

The Asian Commanding English (CE) program at the General College, University of Minnesota, which provides coursework in reading, writing, and oral communication to students from Southeast Asia, is described. The program was selected as a model for the development of a retention package specifically directed to the Southeast Asian student population, and became part of the Personalized Education Program. Culturally-relevant offerings and academic support services were also included. Information is provided on completion and retention rates for 1981-1982, by individual program for the CE program. In addition, information for 111 participants is included on: grade point average; credit completion ratios; student retention rates; credit distribution within CE courses, other General College Courses, and courses taken outside General College. It is concluded that, while grades may be slightly inflated, CE students showed substantial success and progress toward receiving degrees by the end of the first year of participation in the Asian Commanding English program. Recommendations for future evaluations, statistical evaluation results, and information on program costs and course schedules are included. (SW)

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PEP IV COMMANDING ENGLISH:

GENERAL COLLEGE'S 1981-1982 PROGRAM FOR SOUTHEAST ASIAN STUDENTS

by

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and

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THE 1980-1981 COMMANDING ENGLISH (CE) PROGRAM

Background

During the 1981-1982 academic year, Commanding English, a communication skills program of coursework in reading, writing, and oral communication, was offered for the third consecutive year, for the first time as a PEP program under funding through the Office of Minority and Special Student Affairs. In both the second and third year of the program, the primary student population was Asian/Pacific American students, chiefly from Southeast Asian backgrounds.

The pilot offering of Commanding English in the fall and winter of 1979-1980, funded by an Educational Development Program grant, concentrated on the need for improved communications skills among students whose native language was not English. Students in the pilot program of Commanding English (CE) were enrolled on the basis of their scores on the Minnesota Battery English Placement Test (the average of the Michigan Test of Aural Comprehension, the Michigan Test of English Language Proficiency, and the Minnesota Composition Test). Enrollment in the program was contingent on a Minnesota Battery score between 60 and 80. Well over half the students in the pilot offering were international students at the University, from Iran, Libya, Saudi Arabia, Ethiopia, Nigeria, Liberia, France, Spain and Yugoslavia. The rest were relatively newly-arrived refugees from Southeast Asia, residents of the United States. In the first quarter of the program, 20 of 25 students (80%) completed the entire program of 13 credits of communication skills coursework, and 3 additional students completed 9-12 credits of the coursework, with only two students withdrawing from the program and completing 0 credits. In the second quarter, 13 students of 19 enrolled (68%) completed the full program of 6-10 credits and 6 additional students completed 3-4 credits of the program.

Final data revealed that 13 students completed both quarters of the program, 10 students completed the first quarter of the program, and 6 students (who joined the program in the second quarter) completed the second quarter. A total of 29 of 31 students (94%) completed one or more quarters of the program.

Results of the pilot offering, as well as the focus of Commanding English on credited language skills instruction packaged to meet the special needs of non-native speakers of English, resulted in the program's selection as a model for the development of a retention package specifically geared to the needs of the increasing Southeast Asian student population. The Asian/Pacific American Learning Resource Center and the General College sought funding from the Educational Development Program to develop and offer a program for Southeast Asian students. The Educational Development Fund awarded the program seed money, and of the total cost of the program ($63,435), "outside" sources (EDP, Central Administration, and the Minnesota Department of Public Welfare) funded $35,792, with the General College bearing the expense of $27,643.

Beginning in 1980-1981, then, the program was modified to focus on the needs of the primary population, Southeast Asian students. While Southeast Asian students were the overwhelming majority in the 1980-1981 program, students from other language backgrounds were allowed to enroll in the program in any quarter in which there was sufficient space. Modifications to the program included:

adjustments to the writing sequence to allow for greater individual differences in rates; the addition of two levels of the program more basic than the Commanding English entry level; the addition of a third quarter to the CE basic sequence of courses; the addition of two courses which were culturally relevant to the students' background; the addition of a seminar on academic survival in the first quarter of the program; and a modification of the advising format for program students.

The two "Pre-Commanding English" programs were developed in response to the wide range of backgrounds in English of Southeast Asian students seeking admission to the University. As residents in the United States, they were eligible for financial aid to attend college, but frequently, they were not yet ready for the level of coursework offered through Commanding English, and without enrollment in a specific college, they were not eligible for financial aid. In addition, the financial aid program did not cover the cost of non-credit coursework in the Department of English as a Second Language.

Admission criteria continued to be based on Minnesota Battery English Placement Test scores. Students whose scores were 45-54 were place in a special English as a Second Language program, taught by Department of English as a Second Language instructors under the auspices of General College. Students whose scores were 55-62 were placed in a Pre-Commanding English program (ASPECT) for special coursework, at a level more basic than Commanding English I, in reading, vocabulary, oral communication, and written communication. Students whose scores ranged from 63-69 were admitted to the program at the Commanding English I level. No students were allowed to enroll in any courses outside of the program until they had completed CE I with a C average or had achieved a 70 on the Minnesota Battery. In subsequent quarters, students who enrolled in the two levels below the CE I level were moved sequentially into the next level of the program, so that by the end of the academic year, all students who had entered the program in fall quarter had completed at least the first level (CE I) of Commanding English. Of 90 students enrolled in CE I over the course of the year, 80% (n=72) completed all thirteen required credits.

Students who successfully completed the program in CE I were given the option of continuing in subsequent levels of the program. The second quarter program (CE II) includes required courses in oral communication and in writing, as well as the requirement that all CE II students enroll in a course that demands they apply their reading skills. The students were strongly encouraged to choose Nobuya Tsuchida's new course, GC 1835, The Asian-American Experience, as their fulfillment of this requirement. Students could additionally enroll in another course of their choice, and many students elected to enroll in an appropriate mathematics course. Of the 55 students who enrolled in CE II over the course of the academic year, 85% (47) completed the program of CE II courses.

Added to the Commanding English program in the 1980-1981 academic year was a third quarter of coursework. The necessity of a third quarter had been felt during the pilot offering of the program, for students with difficulties with writing skills were unable to complete their writing sequence while in the program. Special sections of both freshman writing courses, Personal Writing and Communicating in Society, were needed to meet the different needs of the students. The writing course was the only required course for students at the CE III level although they were encouraged to enroll in a second newly developed

course, GC 1836, Asian-American Literature, also taught by Nobuya Tsuchida. Additionally available to CE II and CE III students were optioral individual study courses. At either level, students could enroll in specialized work with a tutor on pronunciation and listening skills. At the CE III level, students were encouraged to enroll in individual study in vocabulary development (an advanced level) and/or learning to take tests, with particular focus on the linguistic problems inherent in dealing with objective test questions. Most of the students in CE III enrolled in both the writing course and the literature course, with several also electing to work on pronunciation and listening skills in individual study. Of the thirty-two students enrolled in CE III during spring quarter, 97% (31) successfully completed their Commanding English coursework.

The 1981-82 Program

In fall quarter, 1981, Pre-Commanding English, Commanding English I, Commanding English II, and Commanding English III were all offered to Southeast Asian students. Initial placement in Pre-CE and CE I was based on Minnesota Battery English Placement Test scores of 55-62 for Pre-CE and 63-69 for CE I. Students who entered the College with placement scores in the 70-75 range were encouraged, but not required, to enroll in CE II or CE III. Recommendations of one of the two levels were made by the CE program coordinator on the basis of individual components of the placement battery. Students with lower component scores on the test of aural comprehension and on the tests of reading, vocabulary, and grammar were encouraged to elect CE II in which they could take a writing skills package and an oral communications course. Because of prohibitive cost and because students were increasingly bringing to the University more advanced language skills, the most basic ESL level of the program was not offered.

During winter quarter a new optional course was offered for the first time, GC 1837, Asian-American Women, jointly taught by Nobuya Tsuchida and Gail Thoen, a General College faculty member in the Division of Social and Behavioral Sciences. A special topics course, Eastern and Western Culture through the Arts, taught by Chat Hay Ko, a teaching associate in the Arts, Communication, and Philosophy Division, was also recommended to program students. All levels of the program offered in fall quarter were available in winter quarter except Pre-Commanding English. Students who had enrolled in Pre-CE were required to enroll in CE I. Students who had enrolled in CE I or II could elect to continue in the next level of the program, and students who were in CE III could continue in CE III if they still had not completed the second writing laboratory course. In spring quarter, only the CE II and CE III levels of the program were offered. Again, students were allowed to elect to continue in the program provided they had successfully completed CE I.

Results

Tables VII and VIII summarize Commanding English completion and retention rates, by individual program, by quarter, and overall. Both overall completion and retention rates were excellent in each quarter. In fall, of the 140 students enrolled in a level of Commanding English from Pre-CE through CE III, 98% completed the assigned work of the program (all Commanding English required courses) and 85% either continued in the program in winter quarter or took

mainstream coursework because they had completed the most advanced level of Commanding English (CE III-GC 1422). In winter quarter, 94% of the 96 Commanding English students (Levels I-III) completed their required coursework, and 95% of the students either continued in the program in spring or were mainstreamed because they had completed the most advanced level of the program. In spring quarter 96% of 81 students completed the required coursework, and 80% of the students enrolled in spring quarter either continued in the Commanding English program in fall, 1982, or were mainstreamed because they had completed the most advanced level of the program. Overall, then, of the 317 enrollments in Commanding English, all but 13% continued to progress level by level upon the basis of staff recommendation until they had completed the entire program. Ninety-six percent of the students enrolled in Commanding English in 1981-1982 completed programs of required coursework in which they were enrolled.

In general, completion rates in Commanding English coursework and retention in the program until the highest level had been completed improved over the rates of 1980-1981 (see Table IX). In 1980-1981, 84% of the students enrolled in the Commanding English program (CE I-CE III) completed the full quarter's required Commanding English coursework successfully, compared with 96% in 1981-1982. Retention of students until the program was completed also improved over the same time period, from 81% to 87%. Enrollments in Commanding English levels I-III almost doubled (from 149 to 294) while enrollments in the pre-levels of Commanding English fell markedly (from 79 to 23). Total enrollments in all levels increased from 228 to 317 over the course of one academic year, with many more students enrolled in CE for the first time at level I or II. One reason for the upward change in enrollment pattern was the rise in admissions standards. In 1980-1981, students with an English Placement Test score of 45 were admissible to the ESL level of the program. In 1981-1982 the ESL level was dropped and students were admitted with a minimal Placement Test Score of 55 (to the Pre-CE level).

The change in admissions requirements may in part also be responsible for the dramatic increase in completion rates and the increase in retention in the program until the highest level is completed. Additionally, increasing numbers of the students enrolling in Commanding English have been in the United States and in Minnesota for a longer time, and many of them have completed one or more years of education in an American secondary school. In anticipation of an increasing rise in language-skill development in future Commanding English students, the Pre-Commanding English program was dropped from the Commanding English curriculum in fall, 1982, so that admission to the program was made contingent upon an even higher entry level score, a minimum of 63. It is anticipated that the minimal admissions level may be raised again in fall, 1983, to 67. As Southeast Asian students live in the United States for longer periods of time and attend English-language secondary schools for longer periods of time, the lowest levels of the program will probably be able to be phased out, for students are likely to meet admissions criteria for higher levels of the program (CE II and CE III) in increasing numbers.

Note: A follow-up study based upon an interview of 1980-1981 Commanding English participants which was conducted during spring quarter, 1982, is in progress. Students were interviewed about their current education/employment situations, the effect of Commanding English on a longer-term basis, their current vocational plans, their grades, and their backgrounds before entering Commanding English. Preliminary results indicate satisfaction with the effect of the Commanding English program on their ability to do coursework in their chosen areas of study. The results of this study will be reported in a General College publication.

PROGRAM EVALUATION

INTRODUCTION

This section presents academic achievement information for 1981-1982 ACE students (N=111) as indicated by: 1) gradepoint averages (GPA); 2) credit completion ratios (CCR); 3) student retention rates (withdrawal and registration information); and 4) credit distribution within CE courses, other General College courses, and courses taken outside General College. Also included in this section is a comparison of ACE students with 1981-1982 PEP I-III students on the same indicators of academic success. PEP I-III are ethnic-based retention programs at General College which focus on improving academic performance within three minority groups: Blacks, American Indians, and Chicano/Latinos.

METHOD

The data presented here were compiled with assistance from the General College registration office and the University Office of Admissions and Records. The primary sources of information were official University transcripts and registration records. All information is displayed by each CE level (Pre-CE, CE I, CE II, and CE III) and for all ACE students combined.

A description of each statistic calculated follows:

Grade Point Averages (GPA)

The University of Minnesota uses a 4-point grading system where A=4, B=3, C=2, D=1, and N=0. Unlike many universities, at the University of Minnesota, grades of N are not included in the GPA. To make these data comparable to other university settings, GPA's are calculated in two ways, first with N's excluded, and secondly with N's included (N=0).

Credit Completion Ratios (CCR)

The Credit Completion Ratio (CCR) is calculated by dividing the total number of credits completed by the total number of credits attempted for a given quarter.

Both means and standard deviations are given for GPA and CCR.

Designation of CE Levels and Missing Data

The CE levels are defined as the fall quarter level of entry for each student. For example, a student may enter the program fall quarter as a CE I student and progress during winter quarter to CE II completing spring quarter as a CE III student. This student would be defined as CE I for purposes of evaluation.

Students entering the program during winter or spring quarter are not included in the analyses. The mid-year students are often those who were unsuccessful in the regular curriculum. It should be noted that their exclusion may introduce a slight bias to the conclusions drawn here.

RESULTS

Grade Point Averages (GPA)

The GPA's for each CE level and for all ACE students are displayed in Table I.

The ACE cummulative GPA is high ($\overline{X}$ = 2.88, N's excluded; $\overline{X}$ = 2.67, N's included). Pre-CE students obtained the highest cummulative GPA (3.22) followed by CE I, CE II, and CE III (2.92, 2.76, 2.73 respectively, N's excluded).

Fewer Pre-CE students take non-CE classes (both within GC and outside GC) than other CE levels. In general, students receive higher grades for CE class than for non-CE class (both within GC and non-GC classes). Grades also tend to be higher for GC classes as compared to non-GC classes.

Credit Completion Ratios (CCR)

The cumulative CCR is high for all groups (.86). The Pre-CE CCR is highest (.99) followed by CE I, CE II, and CE III, respectively (CCR = .91, .84, .77). This pattern mirrors the ranking of levels for GPA, with Pre-CE being most successful.

ACE credit completion is highest for CE classes (.93), with the CCR for other GC classes = .89 and non-GC classes = .72. This finding is consistent with the pattern of higher GPA's for CE classes than for other GC classes or non-GC classes.

Student Retention

Student retention information appears in Tables III and IV.

The percentage of ACE students remaining registered each quarter is extremely high, with 91% remaining registered all three quarters, and 88.3% remaining registered and receiving at least one passing grade each quarter (Table IV). Here again the pattern seen in GPA and CCR holds with 95.2% Pre-CE students remaining registered all three quarters and earning at least one passing grade per quarter compared to 93.8% in CE I, 90% in CE II, and 78.9% in CE III.

Credit Distribution (Table V)

ACE students complete a high average number of credits (42.4) for the academic year.

Pre-CE students took primarily CE classes with CE I, CE II, and CE III students taking a progressively higher proportion of other GC classes and non-GC classes each quarter.

A Comparison of ACE and PEP I-III Students on Indicators of Academic Success

Cumulative GPA's, CCR, Average credits attempted, and retention rates for all 1981-1982 ACE students and for 1981-1982 PEP I-III students are presented in Table VI.

On all indicators of success shown here, ACE students perform at a higher level than PEP I-III students. ACE students have higher GPAs (ACE =2.88, PEP = 2.75, N's excluded) and a higher CCR (ACE = 86, PEP = 46). ACE students also attempt a higher number of credits during the academic year both within General College and in other colleges (ACE: in GC = 42.4 credits, outside GC = 11.9 credits; PEP: in GC 33.24 credits, outside GC = 4.80 credits). Finally, the overall rate for ACE students at 91% exceeded the PEP retention rate (63%).

CONCLUSIONS

It is possible to conclude that the ACE program is doing an admirable job in meeting its goals and fulfilling student needs. ACE students make very good grades; they complete a high proportion of the classes they attempt; they attempt a large number of credits; and they stay in school.

ACE students who begin in fall quarter in the Pre-CE level tend to do better in school than those who begin at higher levels. This finding, however, may be an artifact of the additional finding that Pre-CE students take more CE classes and that students typically make higher grades in CE classes and are more likely to complete CE classes.

Some possible interpretations of these related results are one or a combination of the following:

1) Grades are inflated in CE classes.

2) CE classes are based on a mastery approach in contrast to the more competitive approach which prevails in traditional classes.

3) Instruction in CE is of a more intensive nature (attendance is required and tutoring is encouraged).

4) Instruction in CE class is of higher quality.

When compared to another retention program at General College, ACE fairs favorably. Caution must be used in considering this comparison, however, because it is impossible to compare ACE students entering skills level with PEP I-III students. ACE students were tested on language skills alone upon admission.

Many ACE students come from highly academic backgrounds, as discussed earlier, with the only drawback to success at the University being their language deficiency.

In conclusion, while grades may be slighly inflated, ACE students show substantial success and progress toward receiving degrees by the end of the first year of their involvement with the Asian Commanding English Program. A follow-up study of 1980-1981 students is in progress to determine the longer range success of the program.

RECOMMENDATIONS FOR FUTURE EVALUATIONS

1. Examine the apparent discrepancy in GPA for CE classes and non-CE classes by surveying students and instructors, bothin within CE and other GC classes.

2. Explore non-academic variables which may contribute to the greater academic success for ACE students such as cultural values, clearly defined career goals, and social networking among ACE students.

3. Determine features of the program which may also contribute to academic success, such as gradual mainstreaming, required attendance in CE classes, the perception of students of the instructors working as a team, and the

use of tutoring as a fundamental aspect of beginning level courses, English in particular.

Research in these areas can aid the ACE program in transmitting some of their success to other retention programs in the form of recruiting information, instructional methods, and structural and social features which contribute to success.

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NOTE: Information about the Commanding English program has been presented at numerous conferences including: Association of General and Liberal Studies, College English Association, Conference of International Scholars, General College 50th Anniversary Conference, Minnesota Reading Association, MinneTESOL (Teaching English to Speakers of Other Languages), and National Association of Foreign Student Affairs (Region IV).

TABLE I

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES (GPA)
FOR 1981 ACE STUDENTS WHO REMAINED REGISTERED EACH QUARTER
BY EACH CE LEVEL AND FOR ALL CE STUDENTS COMBINED

(Scale: A=4, B=3, C=2, D=1, N's not included in calculations*)

A. PRE-COMMANDING ENGLISH (N=21)

	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter				
Mean GPA	3.35 (3.35)	--	--	3.35 (3.35)
Standard Deviation	.42 (.42)	--	--	.42 (.42)
Number of Students	20 (20)	--	--	20 (20)
Winter Quarter				
Mean GPA	3.18 (3.18)	4.00 (4.00)	2.00 (2.00)	3.20 (3.20)
Standard Deviation	.59 (.59)	0 (0)	0 (0)	.60 (.60)
Number of Students	19 (19)	2 (2)	1 (1)	20 (20)
Spring Quarter				
Mean GPA	3.26 (3.26)	3.13 (2.80)	3.09 (3.09)	3.10 (3.06)
Standard Deviation	.61 (.61)	.82 (1.26)	.83 (.83)	.62 (.70)
Number of Students	20 (20)	17 (19)	11 (11)	20 (20)
Cumulative				
Mean GPA	3.28 (3.28)	3.21 (2.89)	3.09 (3.09)	3.22 (3.20)
Standard Deviation	.46 (.46)	.78 (1.24)	.83 (.83)	.47 (.49)
Number of Students	20 (20)	18 (20)	11 (11)	20 (20)

B. COMMANDING ENGLISH I (N=32)

Fall Quarter				
Mean GPA	2.87 (2.86)	3.30 (3.30)	--	2.88 (2.87)
Standard Deviation	.66 (.68)	.82 (.82)	--	.66 (.69)
Number of Students	32 (32)	10 (10)	--	32 (32)
Winter Quarter				
Mean GPA	3.15 (3.15)	3.06 (2.89)	2.69 (2.55)	3.01 (2.91)
Standard Deviation	.57 (.57)	.63) (.83)	.79 (.98)	.50 (.60)
Number of Students	30 (30)	31 (32)	18 (19)	32 (32)
Spring Quarter				
Mean GPA	3.12 (2.79)	2.88 (2.69)	2.95 (2.64)	2.88 (2.60)
Standard Deviation	.82 (1.24)	.72 (1.01)	.92 (1.27)	.60 (1.00)
Number of Students	26 (29)	28 (30)	22 (24)	30 (32)
Cumulative				
Mean GPA	2.97 (2.91)	2.96 (2.85)	2.90 (2.63)	2.92 (2.81)
Standard Deviation	.54 (.62)	.50 (.67)	.85 (1.18)	.48 (.63)
Number of Students	32 (32)	32 (32)	22 (24)	32 (32)

*GPA calculated when N=0 in parentheses

TABLE I

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES (GPA)
FOR 1981 ACE STUDENTS WHO REMAINED REGISTERED EACH QUARTER
BY EACH CE LEVEL AND FOR ALL CE STUDENTS COMBINED

(Scale: A=4, B=3, C=2, D=1, N's not included in calculations*)

C. COMMANDING ENGLISH II (N=20)

	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter				
Mean GPA	2.88 (2.84)	3.00 (2.81)	2.83 (2.43)	2.89 (2.78)
Standard Deviation	.68 (.76)	.75 (1.04)	.75 (1.27)	.66 (.83)
Number of Students	20 (20)	15 (16)	6 (7)	20 (20)
Winter Quarter				
Mean GPA	2.68 (2.54)	2.94 (2.94)	2.56 (2.00)	2.70 (2.48)
Standard Deviation	.58 (.84)	.79 (.79)	.96 (1.22)	.57 (.60)
Number of Students	18 (18)	18 (18)	13 (15)	19 (19)
Spring Quarter				
Mean GPA	3.36 (3.36)	2.58 (2.46)	2.96 (2.11)	2.86 (2.50)
Standard Deviation	.67 (.67)	.73 (.67)	.77 (1.52)	.54 (.85)
Number of Students	10 (10)	16 (16)	10 (14)	18 (19)
Cumulative				
Mean GPA	2.88 (2.80)	2.80 (2.71)	2.65 (2.06)	2.76 (2.55)
Standard Deviation	.57 (.65)	.59 (.61)	.81 (1.12)	.53 (.64)
Number of Students	20 (20)	18 (18)	15 (16)	20 (20)

D. COMMANDING ENGLISH III (N=38)

Fall Quarter				
Mean GPA	2.85 (2.77)	2.89 (2.76)	2.30 (1.55)	2.65 (2.32)
Standard Deviation	.81 (.93)	.75 (.93)	1.06 (1.36)	.59 (.88)
Number of Students	35 (36)	25 (26)	15 (20)	36 (38)
Winter Quarter				
Mean GPA	2.96 (2.54)	2.99 (2.67)	2.79 (2.21)	2.88 (2.49)
Standard Deviation	.81 (1.31)	.70 (1.08)	.75 (1.35)	.72 (1.11)
Number of Students	12 (14)	29 (32)	22 (27)	31 (34)
Spring Quarter				
Mean GPA	3.12 (3.12)	2.55 (2.48)	2.48 (2.10)	2.52 (2.36)
Standard Deviation	.64 (.64)	.86 (.95)	.93 (1.14)	.71 (.83)
Number of Students	8 (8)	26 (26)	22 (25)	31 (31)
Cumulative				
Mean GPA	2.95 (2.84)	2.89 (2.63)	2.45 (1.88)	2.73 (2.34)
Standard Deviation	.74 (.89)	.69 (.93)	.79 (1.20)	.53 (.81)
Number of Students	35 (36)	36 (37)	30 (34)	37 (38)

*GPA calculated when N=0 in parentheses

TABLE I

MEANS AND STANDARD DEVIATIONS OF GRADE POINT AVERAGES (GPA)
FOR 1981 ACE STUDENTS WHO REMAINED REGISTERED EACH QUARTER
BY EACH CE LEVEL AND FOR ALL CE STUDENTS COMBINED

(Scale: A=4, B=3, C=2, D=1, N's not included in calculations*)

E. ALL ACE STUDENTS (N=111)

	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter				
Mean GPA	2.95 (2.92)	3.01 (2.88)	2.45 (1.78)	2.89 (2.75)
Standard Deviation	.70 (.77)	.76 (.95)	.99 (1.37)	.64 (.82)
Number of Students	107 (108)	50 (52)	21 (27)	109 (110)
Winter Quarter				
Mean GPA	3.02 (2.91)	3.03 (2.84)	2.69 (2.26)	2.95 (2.75)
Standard Deviation	.64 (.85)	.70 (.93)	.80 (1.20)	.62 (.84)
Number of Students	79 (82)	80 (84)	54 (62)	102 (105)
Spring Quarter				
Mean GPA	3.20 (3.06)	2.78 (2.61)	2.82 (2.43)	2.81 (2.60)
Standard Deviation	.70 (.96)	.80 (1.00)	.90 (1.26)	.66 (.89)
Number of Students	64 (67)	87 (91)	65 (74)	99 (102)
Cumulative				
Mean GPA	3.00 (2.93)	2.95 (2.76)	2.71 (2.28)	2.88 (2.67)
Standard Deviation	.61 (.72)	.64 (.88)	.84 (1.20)	.53 (.74)
Number of Students	107 (108)	104 (107)	78 (85)	109 (110)

*GPA calculated when N=0 in parentheses

TABLE II

MEANS AND STANDARD DEVIATIONS OF THE CREDIT COMPLETION RATIOS (CCR)
FOR 1981 ACE STUDENTS BY EACH CE LEVEL AND FOR ALL CEE STUDENTS COMBINED

	A. PRE-COMMANDING ENGLISH (N=21)				B. COMMANDING ENGLISH I (N=32)			
	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter								
Mean CCR	1.00	--	--	1.00	.94	1.00	--	.96
Standard Deviation	0	--	--	0	.10	0	--	.08
Number of students	20	--	--	20	32	30	--	32
Winter Quarter								
Mean CCR	1.00	.95	1.00	.99	.92	.94	.95	.92
Standard Deviation	0	.22	0	.03	.18	.20	.23	.14
Number of Students	20	20	1	20	30	32	19	32
Spring Quarter								
Mean CCR	1.00	.89	1.00	.97	.87	.91	.84	.87
Standard Deviation	0	.32	0	.10	.34	.26	.35	.27
Number of Students	20	19	11	20	30	32	25	32
Cumulative								
Mean CCR	1.00	.93	1.00	.99	.92	.94	.85	.91
Standard Deviation	0	.23	0	.05	.12	.15	.34	.13
Number of Students	20	20	11	20	32	32	25	32

TABLE II

MEANS AND STANDARD DEVIATIONS OF THE CREDIT COMPLETION RATIOS (CCR)
FOR 1981 ACE STUDENTS BY EACH CE LEVEL AND FOR ALL CEE STUDENTS COMBINED

	C. COMMANDING ENGLISH II (N=20)				D. COMMANDING ENGLISH III (N=38)			
	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter								
Mean CCR	.88	.81	.86	.86	.93	.86	.50	.76
Standard Deviation	.18	.37	.38	.21	.24	.28	.44	.26
Number of Students	20	17	7	20	37	28	24	38
Winter Quarter								
Mean CCR	.95	.97	.75	.89	.80	.82	.70	.76
Standard Deviation	.23	.09	.40	.14	.41	.36	.44	.35
Number of Students	19	18	15	19	15	34	29	35
Spring Quarter								
Mean CCR	1.00	.83	.62	.84	1.00	.94	.71	.86
Standard Deviation	0	.30	.50	.17	0	.21	.44	.25
Number of Students	10	17	16	20	9	31	29	32
Cumulative								
Mean CCR	.91	.86	.65	.84	.91	.86	.59	.77
Standard Deviation	.13	.24	.39	.17	.25	.25	.38	.24
Number of Students	20	19	18	20	37	37	36	38

TABLE II

MEANS AND STANDARD DEVIATIONS OF THE CREDIT COMPLETION RATIOS (CCR) FOR 1981 ACE STUDENTS BY EACH CE LEVEL AND FOR ALL CEE STUDENTS COMBINED

E. ALL ACE STUDENTS (N=111)

	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter				
Mean CCR	.94	.91	.58	.88
Standard Deviation	.17	.26	.45	.20
Number of Students	109	73	31	110
Winter Quarter				
Mean CCR	.92	.91	.79	.88
Standard Deviation	.24	.26	.38	.24
Number of Students	83	104	64	106
Spring Quarter				
Mean CCR	.94	.90	.77	.88
Standard Deviation	.24	.26	.41	.24
Number of Students	69	99	81	103
Cumulative				
Mean CCR	.93	.89	.72	.86
Standard Deviation	.17	.22	.37	.19
Number of Students	109	108	90	110

TABLE III

1981 ACE STUDENTS, PERCENTAGE OF WITHDRAWALS FROM THE UNIVERSITY
DURING THE 1981-1982 ACADEMIC YEAR BY EACH CE LEVEL AND FOR ALL CE STUDENTS COMBINED

	A. PRE-COMMANDING ENGLISH (N=21)						B. COMMANDING ENGLISH I (N-32)					
	Fall Quarter		Winter Quarter		Spring Quarter		Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%	N	%	N	%	N	%
Not registered or fees not paid	1	4.8	1	4.8	1	4.8	0	0	0	0	0	0
Withdrew during first two weeks	0	0	0	0	0	0	0	0	0	0	0	0
Withdrew after second week	0	0	0	0	0	0	0	0	0	0	0	0
Remained registered	20	95.2	20	95.2	20	95.2	32	100	32	100	32	100
Remained registered and earned at least one passing grade	20	95.2	20	95.2	20	95.2	32	100	32	100	32	93.8
	C. COMMANDING ENGLISH II (N=20)						D. COMMANDING ENGLISH III (N=38)					
Not registered or fees not paid	0	0	1	5	1	5	0	0	3	7.9	6	15.8
Withdrew during first two weeks	0	0	0	0	0	0	0	0	0	0	0	0
Withdrew after second week	0	0	0	0	0	0	0	0	1	2.6	1	2.6
Remained registered	20	100	19	95	19	95	38	100	34	89.5	31	81.6
Remained registered and earned at least one passing grade	20	100	19	95	18	90	37	97.4	31	81.6	31	81.6

TABLE III

1981 ACE STUDENTS. PERCENTAGE OF WITHDRAWALS FROM THE UNIVERSITY DURING THE 1981-1982 ACADEMIC YEAR BY EACH CE LEVEL AND FOR ALL CE STUDENTS COMBINED

D. ALL ACE STUDENTS (N=111)

	Fall Quarter		Winter Quarter		Spring Quarter	
	N	%	N	%	N	%
Not registered or fees not paid	1	.9	5	4.5	8	7.2
Withdrew during first two weeks	0	0	0	0	0	0
Withdrew after second week	0	0	1	.9	1	.9
Remained registered	110	99.1	105	94.6	102	91.9
Remained registered and earned at least one passing grade	109	98.2	102	91.9	103	92.8

TABLE IV

1981 ACE STUDENTS REGISTRATION STATUS FOR THE ENTIRE 1981-1982 YEAR

	Pre-Commanding English		Commanding English I		Commanding English II		Commanding English III		All Ace Students	
	N	%	N	%	N	%	N	%	N	%
Completed registration all three quarters	20	95.2	32	100	19	95	31	81.6	102	91.9
Remained registered all three quartets	20	95.2	32	100	19	95	30	78.9	101	91
Remained registered and earned at least one passing grade each quarter	20	95.2	30	93.8	18	90	30	78.9	98	88.3

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TABLE V

CREDIT DISTRIBUTIONS FOR 1981 ACE STUDENTS
BY CE LEVEL AND FOR ALL CE STUDENTS COMBINED

	A. PRE-COMMANDING ENGLISH				B. COMMANDING ENGLISH I			
	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter								
Number of Students	20	--	--	20	32	30	--	82
Total Credits	260	0	0	260	409	92	0	501
Average Credits	13	0	0	13	12.8	3.1	0	15.6
Winter Quarter								
Number of Students	20	20	1	20	30	32	19	32
Total Credits	242	55	5	302	240	175	94	509
Average Credits	12.1	2.75	5	15.1	8	5.5	4.9	15.9
Spring Quarter								
Number of Students	20	19	11	20	30	32	25	32
Total Credits	152	88	55	295	120	192	145	457
Average Credits	7.6	4.6	5	14.8	4.0	6.0	5.8	14.3
Cumulative								
Number of Students	20	20	11	20	32	32	25	32
Total Credits	654	143	60	857	769	459	239	1467
Average Credits	32.7	7.15	5.4	42.8	24.0	14.3	9.6	45.8

TABLE V

CREDIT DISTRIBUTIONS FOR 1981 ACE STUDENTS
BY CE LEVEL AND FOR ALL CE STUDENTS COMBINED

	C. COMMANDING ENGLISH II				D. COMMANDING ENGLISH III			
	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes	Commanding English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter								
Number of Students	20	17	7	20	37	28	24	38
Total Credits	169	105	29	303	170	171	191	532
Average Credits	8.4	6.2	4.1	15.15	4.6	6.1	8.0	14.0
Winter Quarter								
Number of Students	19	18	15	19	15	34	29	35
Total Credits	77	119	84	280	62	260	176	498
Average Credits	4.0	6.6	5.6	14.7	4.1	7.6	6.1	14.2
Spring Quarter								
Number of Students	10	17	16	20	9	31	29	32
Total Credits	42	134	100	276	39	221	196	456
Average Credits	4.2	7.9	6.2	13.8	4.3	7.1	6.8	14.2
Cumulative								
Number of Students	20	19	18	20	37	37	36	38
Total Credits	288	358	213	859	271	652	563	1486
Average Credits	14.4	18.8	11.8	4295	7.3	17.6	15.6	39.1

TABLE V

CREDIT DISTRIBUTIONS FOR 1981 ACE STUDENTS
BY CE LEVEL AND FOR ALL CE STUDENTS COMBINED

E. ALL ACE STUDENTS

	Commaning English Classes	Other GC Classes	Non-GC Classes	All Classes
Fall Quarter				
Number of Students	109	75	31	110
Total Credits	1008	368	220	1596
Average Credits	9.2	4.9	7.1	14.5
Winter Quarter				
Number of Students	83	104	64	106
Total Credits	621	609	359	1589
Average Credits	7.5	5.8	5.6	15.0
Spring Quarter				
Number of Students	69	99	81	103
Total Credits	353	635	496	1484
Average Credits	5.1	6.4	6.1	14.4
Cumulative				
Number of Students	108	108	90	110
Total Credits	1982	1612	1075	4669
Average Credits	18.2	14.9	11.9	42.4

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TABLE VI

A COMPARISON OF 1981-1982 STUDENTS AND PEP I-III STUDENTS
ON CUMMULATIVE GPA's, CCR AND RETENTION RATES

	ACE STUDENTS (N=111)	PEP I-III STUDENTS (N=76)
Cummulative GPA (N's excluded)	2.88	2.75
Cumulative CCR	.86	.46
Cummulative Credits Attempted	42.4	33.24
Total Non-GC Credits Attempted	11.9	4.80
RETENTION RATE	91%	63%

TABLE VII

COMMANDING ENGLISH COMPLETION AND RETENTION RATES
BY PROGRAM LEVEL AND QUARTER 1981 - 1982

	Fall 1981		Winter 1982		Spring 1982	
	N	%	N	%	N	%
PRE-COMMANDING ENGLISH (N=23)						
Completed Total Pre-CE Program	23	100				
Continued in CE in Next Quarter	22	96				
COMMANDING ENGLISH I (N=35)			(N=26)			
Completed Total CE I Program	33	94	26	100		
Continued in CE in Next Quarter	32	91	25	96		
Continued from Pre-CE	3	9	21	81		
New to CE Program	32	91	5	19		
COMMANDING ENGLISH II (N=24)			(N=35)		(N=27)	
Completed Total CE II Program	23	96	30	86	26	96
Continued in CE Next Quarter	21	88	33	94	19	70
Continued from Pre-CE or CE I	7	29	33	94	24	89
New to CE Program	17	71	2	6	3	11
COMMANDING ENGLISH III (N-61)			(N=35)		(N=54)	
Completed Total CE III Program	58	95	34	97	52	96
Continued in CE Next Quarter	18	29	8	23	9	17
Moved to Full Mainstream Program Next Quarter	26	43	25	71	37	69
Continued from CE I or CE II	34	56	31	89	50*	93
New to CE Program	27	44	4	11	4	7

*Including students who completed CE I or II before Winter, 1982.

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TABLE VIII

ACADEMIC YEAR SUMMARY OF COMMANDING ENGLISH COMPLETION AND RETENTION RATES
1981-1982

	Fall 1981		Winter 1982		Spring 1982		Academic Year Totals	
	N	%	N	%	N	%	N	%
Total CE Enrollment	140		96		81		317	
Completion of Assigned Quarter's Program	137	98	90	94	78	96	305	96
Continued in Program Following Quarter	93	66	66	69	28	34	198	59
Completed Total CE Program and Mainstreamed Following Quarter	26	19	25	26	37	46	88	28
Dropped Program Without Completing Entire Recommended Package	21	15	5	5	16	20	42	13

TABLE IX

COMMANDING ENGLISH COMPLETION AND RETENTION RATES
1980-1981 COMPARED TO 1981-1982

1980-1981	Completed Assigned Program for Quarter		Continued in CE or Completed Highest Program Level		1981-1982	Completed Assigned Program for Quarter		Continued in CE or Completed Highest Program Level	
	N	%	N	%		N	%	N	%
Fall 1980 (N=44)	34	80	34	77	Fall 1981 (N=140)	137	98	119	85
Winter 1981 (N=51)	46	90	45	88	Winter 1982 (N=96)	90	94	91	95
Spring 1981 (N=82)	69	84	65	79	Spring, 1982 (N=81)	78	96	65	80
Academic Year 1980-1981 (N=177)	149	84	144	81	Academic Year 1981-1982 (N=317)	305	96	275	87

Note: Figures for 1980-1981 do not include the students enrolled in the special ESL program for Asian students or those students who were enrolled in ASPECT (the program which later became Pre-Commanding English).

SUMMARY

A. PEP COSTS 1981-1982

Summary of Actual PEP Costs 1981-1982. . . . . III-A-1

Instructional Costs - PEP I, PEP II, PEP III
1981-1982. . . . . III-A-2

Instructional Costs - PEP IV (Asian Commanding English)
1981-1982. . . . . III-A-3

Instructional Costs - PEP IV (Asian Commanding English)
Fall Quarter 1981. . . . . III-A-4

Instructional Costs - PEP IV (Asian Commanding English)
Winter Quarter 1982. . . . . III-A-5

Instructional Costs - PEP IV (Asian Commanding English)
Spring Quarter 1982. . . . . III-A-6

B. COURSE SCHEDULES

Course Schedule - PEP I (American Indian) 1981-1982 . . . . . III-B-1

Course Schedule - PEP II (Chicano/Latino) 1981-1982 . . . . . III-B-2

Course Schedule - PEP III (Black) 1981-1982. . . . . III-B-3

Course Schedule - PEP IV (Asian Commanding English)
Fall Quarter 1981. . . . . III-B-4

Course Schedule - PEP IV (Asian Commanding English)
Winter Quarter 1982. . . . . III-B-5

Course Schedule - PEP IV (Asian Commanding English)
Spring Quarter 1982. . . . . III-B-6

SUMMARY OF ACTUAL PEP COSTS 1981-1982

PEP I (American Indian)	$ 16,355	
PEP II (Chicano/Latino)	9,616	
PEP III (Black)	15,077	
PEP IV (Asian/Pacific)	64,980	
Total Instructional Costs		$106,028
Evaluation (including computer time)		3,165
Supplies, Equipment, Misc.		500
Total Program Costs		$109,693

RESOURCES

OMMSA Allotment	$ 51,000	
Central Administration	16,000	
St. Paul Foundation	10,200	
		$ 77,200
DEFICIT (General College)		32,493
		$109,693

INSTRUCTIONAL COSTS - PEP I, PEP II, PEP III

1981-1982

PEP I (American Indian)		
1411/1421/1422 (M.E. Shaw - TA I) @ $1,526 x 3	$ 4,578	
1812/1813/1814 (flo wiger - TA II at 40%) @ $1,949 x 3	5,847	
1831/1832/1833 (Lundy - TA II at 40%) @ $1,949 x 3	5,847	
UTAa @ $4.59	83	
Total		$16,355
PEP II (Chicano/Latino)		
1411/1421/1422 (Chirinos/Miller - TA I) @ $1,526 x 3	4,578	
1274/1275/1276* (Vallejos)	--	
1464/1465 (Voroba - TA I @ $1526 x 2	3,052	
1702 (Rivas et. al.)	--	
UTAs @ $4.59	1,986	
Total		9,616
PEP III (Black)		
1411/1421/1422 (Knutson-Lecturer)	4,795	
1465/1461 (Bellamy - Instructor) @ $1,526	3,052	
1358/1822 (Patterson - TA II at 40%) @ $1,949 x 2	3,898	
1403/1417 Skills Center Courses	1,526	
UTAs @ $4.59	1,806	
Total		15,077
TOTAL		$41,048

*Chicano Department cross-listing

INSTRUCTIONAL COSTS - PEP IV (Asian Commanding English)
1981-1982

Fall Quarter 1981		
Pre-Commainding English	$ 6,104	
Commanding English I (a)	9,156	
Commanding English I (b)	9,156	
Commanding English II	5,001	
Commanding English III	1,526	
Total		$30,943
Winter Quarter 1982		
Commanding English I	7,630	
Commanding English II (a)	6,527	
Commanding English II (b)	3,052	
Commanding English III	1,526	
Total		18,735
Spring Quarter 1982		
Commanding English II	6,527	
Commanding English III (a)	1,526	
Commanding English III (b)	1,526	
Total		9,579
UTA HELP		5,723
TOTAL		64,980

INSTRUCTIONAL COSTS - PEP IV (Asian Commanding English)

Fall Quarter 1981

Pre-Commanding English			
1413	(Gidmark, TA I-R)	$1,526	
1414	(Washburn, TA I)	1,526	
1415	(Washburn, TA I)	1,526	
1416	(Chirinos, TA I)	1,526	
Total			$ 6,104
Commanding English I (a)			
1402	(Larson, TA I)	1,526	
1403	(Rosenberg, TA I) 2 sections	3,052	
1411	(Skills Center, Messer, TA I)	1,526	
1465	(Hansen, TA I-R)	1,526	
1702	(Dnistran, TA I)	1,526	
Total			9,156
Commanding English I (b)			
1402	(Rundquist, TA I)	1,526	
1403	(Larson, TA I) 2 sessions	3,052	
1411	(Skills Center, Messer, TA I)	1,526	
1465	(Hansen, TA I-R)	1,526	
1702	(Dnistran, TA -I)	1,526	
Total			9,156
Commanding English II			
1421	(Rundquist, TA I)	1,526	
1464	(Larson, TA I)	1,526	
1835	(Tsuchida, TA II @ 40%)	1,949	
Total			5,001
Commanding English III			
1422	(Hanley, TA I)	1,526	
1835	(Tsuchida)*	--	
Total			1,526
TOTAL			$30,943

TA I-R = Teaching Associate I Replacement

*Concurrent with Commanding English II

INSTRUCTIONAL COSTS - PEP IV (Asian Commanding English)

Winter Quarter 1982

Commanding English I			
1402	(Rosenberg, TA I)	$1,526	
1402	(Gidmark, TA I)	1,526	
1403	(Rosenberg, TA I)	1,526	
1465	(Larson, TA I)	1,526	
1702	(Larson, TA I)	1,526	
Total			$ 7,630
Commanding English II (a)			
1412-1421	(Chirinos, TA I)	1,526	
1464	(Hansen, TA I-R)	1,526	
1835	(Tsuchida, TA II @ 40%)	1,949	
1469	(Skills Center, Messer, TA I)	1,526	
Total			6,527
Commanding English II (b)			
1412-1421	(Washburn, TA I)	1,526	
1464	(Hansen, TA I-R)	1,526	
1835	(Tsuchida)*	--	
1469	(Skills Center, Messer, TA I)*	--	
Total			3,052
Commanding English III			
1421-1422	(Gidmark, TA I-R)	1,526	
1835	(Tsuchida)*	--	
1469	(Skills Center, Messer, TA I)*	--	
Total			1,526
TOTAL			$18,735

*Concurrent with Commanding English II (a)

INSTRUCTIONAL COSTS - PEP IV (Asian Commanding English)

Spring Quarter 1982

Commanding English II		
1412-1417 (Chirinos, TA I)	$1,526	
1464 (Larson, TA I)	1,526	
1836 (Tsuchida, TA II @ 40%)	1,949	
1469 (Skills Center, Messer, TA I)	1,526	
Total		$6,527
Commanding English III (a)		
1421-1422 (Chirinos)	1,526	
1836 (Tuschida)*	--	
1401-1469 (Skills Center, Messer)*	--	
Total		1,526
Commanding English III (b)		
1421-1422 (Washburn, TA I)	1,526	
1836 (Tsuchida)*	--	
1409-1469 (Skills Center, Messer)*	--	
Total		1,526
TOTAL		$9,579

*Concurrent with Commanding English II

COURSE SCHEDULE - PEP I (American Indian)

1981-1982

Fall Quarter 1981

GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1813	(3 credits)	American Indian People in Contemporary Minnesota
GC 1833	(3 credits)	Topics in American Indian Studies

Winter Quarter, 1982

GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communications in Society
GC 1812	(3 credits)	Literature of Protest
GC 1832	(3 credits)	Contemporary Issues in American Indian Education

Spring Quarter, 1982

GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1814	(3 credits)	American Indian in American Law
GC 1831	(3 credits)	American Indian Chemical Dependency

Electives: Mathematics or Science

COURSE SCHEDULE - PEP II (Chicano/Latino)

1981-1982

Fall Quarter 1981

GC 1274	(4 credits)	Introduction to Chicano Studies: Beginnings (Chic 1105)
GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1465	(4 credits)	Oral Communication: Interpersonal Communication
GC 1702	(2 credits)	Support Seminar

Winter Quarter 1982

GC 1275	(4 credits)	Introduction to Chicano Studies: Mexico and the U.S. (Chic 1106)
GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1464	(4 credits)	Oral Communication: Group Process and Discussion
Electives		

Spring Quarter 1982

GC 1276	(4 credits)	The Chicano in Contemporary Society (Chic 1107)
GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
Electives		

COURSE SCHEDULE - PEP III (Black)

1981-1982

Fall Quarter 1981

GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1403	(2 credits)	Reading, Comprehension, and Study Skills
or		
GC 1417	(2 credits)	Improving Spelling and Punctuation
GC 1465	(4 credits)	Oral Communication: Interpersonal Communication
GC 1358	(4 credits)	Special Topics: Afro-American Thought

Winter Quarter 1982

GC 1411	(3 credits)	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1461	(5 credits)	Oral Communications: Principles
Electives		

Spring Quarter 1982

GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communicating in Society
GC 1822	(4 credits)	Contemporary Race Relations: Comparative Third World Literature
GC 1502	(2 credits)	Career Planning
Electives		

COURSE SCHEDULE - PEP IV (Asian Commanding English)

Fall Quarter 1981

Pre-Commanding English

GC 1413	(3 credits)	Vocabulary Development for Non-Native Speakers of English
GC 1414	(3 credits)	Oral Communication for Non-Native Speakers of English
GC 1415	(3 credits)	Reading Comprehension and Study Skills for Non-Native Speakers of English
GC 1416	(3 credits)	Spelling and Punctuation in Writing for Non-Native Speakers of English

(Note: Pre-Commanding English and these courses have since been dropped from the General College.)

Commanding English I (a) and I (b) (Two sections)

GC 1402	(3 credits)	Vocabulary Development
GC 1403	(3 credits)	Reading, Comprehension, and Study Skills
GC 1411	(3 credits)	Fundamentals of Usage and Style
GC 1465	(4 credits)	Oral Communication: Interpersonal Communication
GC 1702	(2 credits)	Survival Seminar I: Introduction to Higher Education

Commanding English II

GC 1411	(3 credits	Fundamentals of Usage and Style
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1464	(4 credits)	Oral Communication: Group Process and Discussion
GC 1835	(4 credits)	Asian-American Experience
GC 1469	(1-2 credits)	Individual Study: Oral Communication
Electives		

Commanding English III

GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1835	(4 credits)	Asian-American Experience
GC 1469	(1-2 credits)	Individual Study: Oral Communication
GC 1401	(1-2 credits)	Improving Study Skills and Vocabulary
Electives		

COURSE SCHEDULE - PEP IV (Asian Commanding English)
Winter Quarter 1982

Commanding English I

GC 1402	(3 credits)	Vocabulary Development
GC 1403	(3 credits)	Reading, Comprehension, and Study Skills
GC 1411	(3 credits)	Fundamentals of Usage and Style
GC 1465	(4 credits)	Oral Communication: Interpersonal Communication
GC 1702	(2 credits)	Support Seminar: Introduction to Higher Education

Commanding English II (a) and II (b) (Two Sections)

GC 1421	(2 credits)	Writing Grammatical Sentences and Developing Organized Paragraphs
and		
GC 1417	(2 credits)	Improving Spelling and Punctuation
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1837	(4 credits)	Asian-American Women
GC 1469	(1-2 credits)	Oral Communication Individual Study
GC 1488	(4 credits)	Eastern and Western Culture Through the Arts
Electives		

Commanding English III

GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1835	(4 credits)	Asian-American Experience
GC 1469	(1-2 credits)	Oral Communication: Individual Study
GC 1401	(1-2 credits)	Improving Study Skills and Vocabulary
Electives		

COURSE SCHEDULE - PEP IV (Asian Commanding English)

Spring Quarter 1982

Commanding English II

GC 1412 and	(1-2 credits)	Writing Grammatical Sentences and Developing Organized Paragraphs
GC 1417	(1-2 credits)	Improving Spelling and Punctuation
or		
GC 1421	(4 credits)	Writing Laboratory: Personal Writing
GC 1464	(4 credits)	Oral Communication: Group Process and Discussion
GC 1836	(4 credits)	Asian-American Literature
GC 1469	(1-2 credits)	Oral Communication: Individual Study (elective)
Electives		

Commanding English III (a) and III (b) (Two sections)

GC 1421	(4 credits)	Writing Laboratory: Personal Writing
or		
GC 1422	(4 credits)	Writing Laboratory: Communication in Society
GC 1836	(4 credits)	Asian-American Literature
GC 1401	(1-3 credits)	Improving Study Skills: Reading, Comprehension and Vocabulary
GC 1469	(1-2 credits)	Oral Communication: Endicicula Study (elective)
Electives		